DOCUMENT RESUME

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ABSTRACT

The problem of this study was to provide for the individual differences in a heterogeneous group of students where the reading levels ranged from 2.4 to 8.1 as measured by the Iowa Test of Basic Skills. A group of 26 sixth graders were the subjects for the project. Some of the behavioral objectives for the sixth grade students in the experimental class for Social Studies included: (1) demonstrate reading comprehension skills at a level of performance expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test, (2) demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test, and (3) demonstrate a level of achievement for comprehension skills which shows a greater gain between pre- and post-testing than that of a control group as measured by the Gates-MacGinitie Reading Test. The subjects were instructed with multi-media materials for one hour each day and grouped periodically in interest groups, achievement groups, and study skill groups. The results indicated that the students' skills in reading improved, an independence for using equipment and learning aids was developed, and critical reading skills improved. (WR)

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REGION VI

CENTRAL ARKANSAS EDUCATION CENTER
Markham and Izard Streets
Little Rock, Arkansas 72201

MINI-GRANT PROJECT

TITLE: THE EFFECTIVENESS OF EMPHASIZING READING SKILLS THROUGH INDIVIDUALIZED SOCIAL LIVING EXPERIENCES

DATE: 1971-1972

A. Frances Daniel
Mini-Grant Recipient(s)

B. Mary Worley
Name of Principal

C. Amboy Elementary
Name of School

D. North Little Rock
Name of School District

E. Dr. Leon Wilson, Dr. Jim Fain, Mr. Otis Preslar
C.A.E.C. Consultants

CS 000 721

I. TITLE: THE EFFECTIVENESS OF EMPHASIZING READING SKILLS THROUGH INDIVIDUALIZED SOCIAL LIVING EXPERIENCES

II. READING PROBLEM:

A. The Students: Twenty-six heterogeneously grouped sixth grade students at Amboy Elementary School were the target students for the project.

B. The Problem: The problem was to provide for the individual differences in a heterogeneous group of students where the reading levels ranged from 2.4 to 8.1 as measured by the Iowa Test of Basic Skills. Most of the students lacked proper motivation to improve their reading skills with the use of the basal text.

III. PROGRAM FOR INSTRUCTION

A. Behavioral Objectives:

1. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate reading comprehension skills at a level of performance that would be expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test.

2. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for vocabulary skills in reading which shows a significant gain between pre- and post-testing as measured by the Gates-MacGinitie Reading Test.

3. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for vocabulary skills in reading which shows a greater gain between pre- and post-testing than a control group as measured by the Gates-MacGinitie Reading Test.

4. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for comprehension skills in reading which shows a significant gain between pre- and post-testing as measured by the Gates-MacGinitie Reading Test.

5. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for comprehension skills which shows a greater gain between pre and post-testing than a control group as measured by the Gates-MacGinitie Reading Test.

6. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing as measured by pre- and post-tests with the Gates-MacGinitie Reading Test.

7. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for comprehension skills in reading that is significantly above the previous relative standing as measured by pre- and post-testing with the Gates-MacGinitie Reading Test.

8. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for Speed and Accuracy in reading which shows a significant gain between pre- and post-testing as measured by the Gates-MacGinitie Reading Test.

9. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for Speed and Accuracy in reading which shows a greater gain between pre- and post-testing than a control group as measured by the Gates-MacGinitie Reading Test.

10. Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for Speed and Accuracy in reading that is significantly above the previous relative standing as measured by pre- and post-tests with the Gates-MacGinitie Reading Test.

B. Strategies: The participants, twenty-six sixth grade students, in the project were deisgnated as the experimental group. A similar class was designated as the control group.

Multi-media materials were used one hour each day from 1:00 P.M. until 2:00 P.M. for improving the student's reading skills for vocabulary and comprehension. Students were grouped periodically in various ways. For example, interest grouping was used for special projects, and achievement grouping was used for more precise skills such as map, globe, and newspaper study.

Since the reading problem of this class included a lack of materials to provide motivation, an attempt was made to find an assortment of materials that would appeal to all types of students.

At the beginning of the year, the children were tested according to the S.R.A. teacher's guide from the Social Science Laboratory. The results of the test provided a basis for grouping the children into three well-balanced groups according to ability and social maturity.

Each group chose its leader. Group leaders were changed for each six-weeks period. The challenge to the group leaders provided them with an added desire to do well since they had to read ahead and do some research on their own to lead the group. Also, the members of the group were responsible for gathering their own materials; equipment; and learning to operate and care for the equipment such as filmstrip projectors, tape recorders, and listening station.

The Living Past Multi-media Learning Unit was used as a basic for introduction of new units. It proved to be a valuable aid in creating an interest in new subjects and materials.

The books of the Visual Georgraphy Series were used as resource materials and free-reading. The availability of these books in the classroom was very helpful in motivating the children to do extra reading on a subject. Several filmstrips and cassette tapes were used in addition to give more depth to areas of study as provided by the text. This gave the children insight into such subjects as different types of government and the problems of pollution and conservation.

The Social Science Laboratory was an excellent means of teaching reading while also teaching broader understandings of everyday problems faced by children. The pupils were able to work at their own rate and use either the workbook or some other tool for evaluating their own work. Although this procedure is recommended very highly, it is also rather time consuming.

The newspaper also proved to be a valuable aid in t eaching reading. It was used to develop an interest and awareness in what goes on in the world of today.

IV. EVALUATION

A. Measurement: The Gates-MacGinitie Reading Test, Survey D, Form 1 and 2 were administered for pre- and post-testing the reading skills of both the experimental and control groups. Teacher-made tests, observation of interests and attitudes of the students were used also as an evaluation method. (See Appendix B for a Calendar of Events.)

B. Analysis: Statistical analysis were made by applying the Gates-MacGinitie Reading Test formulas to determine if significant gains were made between pre- and post-testing.

TABLE

Amboy Elementary School
Gates-MacGinitie Reading Test[a]
Sixth Grade[b]

Reading Skills Tests	MEANS											
	Raw Scores			Standard Scores			Percentile Scores			Grade Scores		
	Pre-Test	Post-Test	Gain	Oct. Norms Pre-Test	Oct. Norms Post-Test	May Norms Post-Test	Oct. Norms Pre-Test	Oct. Norms Post-Test	May Norms Post-Test	Pre-Test	Post-Test	Gain
Vocabulary												
Experimental	31	34	3	47	52	49	38	58	46	5.8	6.5	0.7
Control	30	33	3	46	50	47	34	50	38	5.5	6.2	0.7
Comprehension												
Experimental	37	41	4	47	51	49	38	54	46	5.5	6.5	1.0
Control	37	39	2	47	49	47	38	46	38	5.5	5.8	0.3
Speed												
Experimental	17	24	7	46	57	52	34	76	58	5.1	8.0	3.0
Control	16	21	5	45	53	48	31	62	42	4.8	6.6	1.8
Accuracy												
Experimental	15	26	5	46	64	60	34	92	84	4.9	12.0	7.1
Control	16	22	6	47	57	52	38	76	58	5.2	8.2	3.0

[a] Pre-test; Survey D, Form 1; Post-test; Survey D, Form 2

[b] Experimental group, N=25; Control group N=22.

OBJECTIVE NO. 1: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate reading comprehension skills at a level of performance that would be expected on the basis of vocabulary development (May norms) as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $C = .98V + 1.15 \pm 7.53/\sqrt{N}$ was applied where C represents the standard score range of expectancy, and V represents the standard score mean for vocabulary. C yielded a range from 47.66 to 50.68 where V = 49 and N = 25.

The standard score mean (post-test for comprehension skills) was 49 which falls well inside the range of 47.66 to 50.68; therefore, the objective was assessed as being achieved for the comprehension skills were at a level of performance that would be expected on the basis of vocabulary development.

OBJECTIVE NO. 2: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for vocabulary skills in reading which shows a significant gain between pre- and post-testing (October norms only) as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.9/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 1.58 mean standard score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in vocabulary skills were 47 and 52 respectively. The gain of 5.0 points was far greater than the 1.58 points required for significance therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 3: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for vocabulary skills in reading which shows a greater gain between pre- and post-testing (October norms only) than a control group as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.9/\sqrt{N}$ was applied where N = 25 and N = 22 for the experimental and control groups. According to the formula, gains of 1.58 and 1.68 mean standard score points were required to reach significance by the experimental and control groups respectively. The standard score means from converted raw score means on both the pre- and post-tests for achievement in vocabulary skills were 47 and 52 for the experimental group and 46 and 50 for the control group. The experimental group shows a gain of 5.0, but the control group shows a gain of only 4.0. Both gains were significant; however, the experimental group shows a greater gain. The objective was assessed as being achieved, for the experimental group does show a greater gain than the control group.

OBJECTIVE NO. 4: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for comprehension skills in reading which shows a significant gain between

pre- and post-testing (October norms only) as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.4/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 1.48 mean standard score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in comprehension skills were 47 and 51 respectively. The gain of 4.0 points was far greater than the 1.48 points required for significance; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 5: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for comprehension skills which shows a greater gain between pre- and post-testing (October norms only) than a control group as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.4/\sqrt{N}$ was applied where N = 25 and N = 22 for the experimental and control groups. According to the formula, gains of 1.48 and 1.58 mean standard score points were required to reach significance by the respective groups. The standard score means from converted raw score means on both the pre- and post-tests for achievement in comprehension skills were 47--51 for the experimental group and 47--49 for the control group. The experimental group shows a gain of 4.0, but the control group shows a gain of only 2.0 points. Both gains were significant; however, the experimental group shows a significantly greater gain than the control group. The objective was assessed as being achieved, for the experimental group does show a greater gain than the control group.

OBJECTIVE NO. 6: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing (October-May norms) as measured by pre- and post-tests with the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.9/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 1.58 mean standard score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in vocabulary skills were 47 and 49 respectively. The gain of 2.0 points was greater than the 1.58 points required for significance; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 7: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for comprehension skills in reading that is significantly above the previous relative standing (October-May norms) as measured by pre- and post-testing with the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.4/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 1.48 mean standard score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in comprehension skills were 47 and 49 respectively. The gain

of 2.0 points was greater than the 1.48 points required for significance; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 8: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for Speed and Accuracy in reading which shows a significant gain between pre- and post-testing (October norms only) as measured by the Gates-MacGinitie Reading Test.

ANALYSIS:

a. Speed: The Gates-MacGinitie formula $10.8/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 2.16 mean standard score points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in speed were 46 and 57 respectively. The gain of 11.0 points was far greater than the 2.16 points required for significance; therefore, the objective for speed was assessed as being achieved.

b. Accuracy: The Gates-MacGinitie formula $9.6/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 1.92 mean standard score points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in accuracy, were 46 and 64 respectively. The gain of 18.0 points was far greater than the 1.92 points required for significance; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 9: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for Speed and Accuracy in reading which shows a greater gain between pre- and post-testing (October norms only) than a control group as measured by the Gates-MacGinitie Reading Test.

ANALYSIS:

a. Speed: The Gates-MacGinitie formula $10.8/\sqrt{N}$ was applied where N = 25 and N = 22 for the experimental and control groups respectively. According to the formula, a gain of 2.16 and 2.30 mean standard score points were required for the respective groups to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for speed, were 46-57 and 45-53 respectively. The experimental group gained 11.0 points, while the control group gained 8.0 points. Both groups achieved well above the respective requirements of 2.16 and 2.30 points. The experimental group achieved significantly greater than the control group; thus, the objective for speed was assessed as being achieved.

b. Accuracy: The Gates-MacGinitie formula $9.6/\sqrt{N}$ was applied where N = 25 and N = 22 for the experimental and control groups respectively. According to the formula, gains of 1.92 and 2.05 mean standard score points were required for the respective groups to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for accuracy were 46-64 and 47-57 respectively. The experimental group gained 18.0 points, while the control group gained 10.0 points. Both groups achieved well above the respective

requirements of 1.92 and 2.05 points. The experimental group; however, achieved significantly greater than the control group. Thus, the objective for accuracy was assessed as being achieved.

OBJECTIVE NO. 10: Sixth grade students in the experimental class for Social Studies at Amboy will be able to demonstrate a level of achievement for Speed and Accuracy in reading that is significantly above the previous relative standing (October-May norms) as measured by pre- and post-tests with the Gates-MacGinitie Reading Test.

ANALYSIS:

a. Speed: The Gates-MacGinitie formula $10.8/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 2.16 mean standard score points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in speed were 46 and 52 respectively. The gain of 6.0 points was far greater than the 2.16 points required for significance; therefore, the objective for speed was assessed as being achieved.

b. Accuracy: The Gates-MacGinitie formula $9.6/\sqrt{N}$ was applied where N = 25. According to the formula, a gain of 1.92 mean standard score points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in accuracy, were 46 and 60 respectively. The gain of 14.0 points was far greater than the 1.92 points required for significance; therefore, the objective for accuracy was assessed as being achieved.

V. CONCLUSION

It is felt that the student s profited a great deal from the reading program. According to the results of the reading tests, it is seen that the skills in reading were improved. Aside from this benefit, there were valuable concommitant achievements. The students learned to gather information and to use it for specific purposes; to develop critical thinking skill; and to form opinions. Also, the students developed an independence for using equipment and learning aids that they would not have ordinarily used.

APPENDIX A
(Materials and Equipment)

Educator's Service Center, Inc.
1118-1120 W. Markham Street
Little Rock, Arkansas 72203

Quantity	Description
1 set	S1-Ct (2 Cassettes) Issues in American Democracy, Wilson
1 set	(2 Cassettes) Citizenship Processes, Wilson
1	Listening Center

Educational Reading Service
East 64 Midland Avenue
Paramus, New Jersey 07652

Quantity	Description
1	The Living Past Multi-media Learning Unit (14 filmstrips, 8 cassettes, 10 library books)

Arkansas School Service, Inc.
1911 Thayer P.O. Box 2801
Little Rock, Arkansas 72203

Quantity	Description
1	89-4188/8 (Ealing) How to Read Maps and Globes (6 filmstrips, 3 tapes)

Eyegate House
146-01 Archer Avenue
Jamaica, New York 11435

Quantity	Description
1	TX 233 Government from Caveman to Commune (8 filmstrips, 4 cassettes)
1	TM1 Earth and Man (9 filmstrips, 5 cassettes)
1	81 Earth, Home of Man (9 filmstrips, 5 cassettes)

Science Research Associates, Inc. (SRA)
259 East Erie Street
Chicago, Illinois 60611

Quantity	Description
1	3-6660 Social Science Laboratory Unit, Speciman Set
8	3-6661 Social Science Resource Books
26	3-6662 Project Books, Unit 1
26	3-6663 Project Books, Unit 2
26	3-6664 Project Books, Unit 3
26	3-6665 Project Books, Unit 4
26	3-6666 Project Books, Unit 5
26	3-6667 Project Books, Unit 6
26	3-6668 Project Books, Unit 7

Arkansas Gazette Co.
112 W. 3rd
Little Rock, Arkansas

Quantity	Description
10	Subscriptions to Arkansas Gazette

Lavender Electronics, Inc.
1122 Center Street
Little Rock, Arkansas 72202

Quantity	Description
1	Craig Cassette Recorder 2611

D. R. Watson Company, Inc.
1301 W. Capital
Little Rock, Arkansas 72201

Quantity	Description
1	#1049 Acoustifone-Centers

Follette Library Book Company
1018 W. Washington Blvd.
Chicago, Illinois 60607

Quantity	Description
1 set	Visual Geography Series (Sterling) (67 Books) (A Panoramic studies of the habits, history. nature, customs, and economic life as well as the geography of the land.)

CALENDAR OF EVENTS: NORTH LITTLE ROCK SCHOOL DISTRICT (Amboy Elementary School)

Mrs. Frances Daniel: "The Effectiveness of Emphasizing Reading Skills Through Individualized Social Living Experiences"

Target Date	Events: Activities, Materials, & Facilities	Person(s) Responsible	Completion Date
9/71	Pre-test: Administer Gates-MacGinitie Reading Test, Survey D, Form 1 Experimental and Control Groups	Daniels	10/4/71
2/72	Video-tape description of project and its activities	Graham and Daniels	2/11/72
5/72	Post-test: Administer Gates-MacGinitie Reading Test, Survey D, Form 2	Daniels	
5/72	Post-test: Administer Nelson Reading Test, Form B	Daniels	
6/1/72	FINAL REPORT: Revise the strategies, answer the objectives, state conclusions and recommendations	Daniels	